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Minutes, College of Arts & Sciences Faculty Meeting, May 12, 1969

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Tuesday May 6, 1969
202E

To: President McKean

From: The Undersigned Concerned Faculty

Subject: Special Faculty Meeting to Re-consider
Vital Curriculum Matters, Wednesday, May 7, 1969 at 4:20 pm.
Monday, May 12

~~Elmer S. Miller~~

~~R. Barry Lee~~

Letten

Samuel R. Hitchens

John S. Ross

John J. Roman

~~John J. Roman~~

Clifford W. Stein

Dan E. Play

George T. Cochran

Frank C. Lindham

Pete Robinson

Erich C. Blomberg

Sam R. Bessing

May 8, 1969

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MEMORANDUM

ROLLINS COLLEGE

From: R. S. Wolfe
Secretary of the Faculty

May 8, 1969

SUBJECT: Call for special meeting of the Faculty

At the request of twelve members of the Faculty a special meeting is called for Monday, May 12, 1969 at 4:20 p.m. in Crummer Auditorium. The purpose of the meeting is to reconsider vital curriculum matters.

bt:5869

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I. FOREWORD

The Curriculum Committee submits this proposal for changes in the academic calendar and curriculum to the faculty and trustees of Rollins College for their consideration.

The present committee was established in February, 1969, after its status had been changed from that of an appointive committee of divisional faculty representatives to an elected body of faculty and students. On May 12, 1969, the committee sent to the faculty the following proposal which was passed:

BE IT RESOLVED:

that the Faculty accepts in principle the proposal of the Curriculum Committee presented at the Faculty meeting of May 5, 1969, and that a proposal incorporating these principles in detail will be submitted to the Faculty for final acceptance and implementation for the academic year 1970-71 at/or before the first Faculty meeting of January, 1970.

To aid the Curriculum Committee in defining the objectives of a curriculum revision a questionnaire was sent to all department heads requesting not only information regarding the specific needs of the departments but also personal comments on the curriculum proposal itself. In addition, a special meeting was held this fall to discuss the Foundation Courses. The result of this discussion, and of a vote taken at the conclusion of this meeting, indicated the faculty's overwhelming support for continuation of the Foundation Course program. Finally, the Curriculum Committee has initiated a study of 20 small, private colleges selected for their accepted excellence in the liberal arts. Within this group, the composite college enrolls 1150 students

and has a total teaching faculty of 120. The results of this survey have aided immensely in the preparation of this proposal and, in part, have helped to determine some future objectives for Rollins College.*

The Curriculum Committee wishes to express its appreciation for the counsel of President Critchfield and for the aid of administrators, faculty, and students who have participated in this project. In particular, the useful curriculum proposals of Dr. John Bowers and Dr. Bruce Wavell are here acknowledged.

*See Appendix A.

II. PURPOSE FOR THE PROPOSED CURRICULUM REVISION

The Curriculum Committee strongly supports objectives of the "New Curriculum" instituted in 1966-67. It has become apparent, however, that it is difficult for many students to develop successfully both interdisciplinary and major programs with the present course-load requirements. The current proposal, designed primarily to increase the number of courses a student might take, can be effected only through some revaluation of those principal areas which have proven to be most troublesome: course credit, academic calendar, curriculum flexibility.

A. Course Credit

Under the 6-credit curriculum few courses merit the 6 credits assigned. Some courses can meet only 4 times a week, and not enough ^{ky} work outside the classroom can be assigned to meet the requirements of a 6-credit course. A basic understanding of the 6-credit system is that all courses should be expanded in scope and demands beyond those of traditional semester or quarter courses, yet in few courses in the present curriculum has it been possible

to meet these expectations. The result is that many Rollins students have not performed the proper amount of course work for the credit given; and over a 4-year period this has created a severe disadvantage for the graduate.

B. Academic Calendar

One of the original goals of the "New Curriculum" was to institute a new type of learning experience during the Winter Term and to offer concentrated intermediate-level foreign language study at this time. The present calendar allocates 25% of the academic year to Winter Term courses; but the very nature of directed and independent study projects has severely limited the number of courses offered throughout the year. While the Curriculum Committee readily acknowledges the value of directed and independent study, it is generally agreed that not all such projects can be satisfactorily completed in 4 weeks. Moreover, the language department itself has indicated its desire to offer both beginning and intermediate courses during the longer terms.

It is proposed that a compromise revaluation of the academic calendar may provide for a single, quality Winter Term project and, at the same time, increase course offerings during the Fall and Spring Terms. In addition, an examination week at the conclusion of the longer terms has been established.

C. Curriculum Flexibility

To meet the goals of a liberal arts education, strong emphasis must be placed on both interdisciplinary programs and major area requirements. One of the shortcomings of the present curriculum has been the lack of sufficient course offerings required to fulfill both objectives. While it is recognized that the freshman year provides adequate numbers of interdisciplinary foundation courses; still, this year does not provide an opportunity for experi-

mentation and introduction to a major field. Conversely, the senior year has not functioned properly in providing the interdisciplinary courses originally proposed in 1966. Furthermore, the current distribution requirement (60 credits-major; 60 credits-interdisciplinary; 60 credits-electives and other requirements) has proven inflexible in many programs. It is apparent, therefore, that the total number of course offerings must be increased and that some liberalization of the distribution requirements is to be desired. In particular cases, moreover, greater flexibility might allow qualified students to elect an overload.

III. SUMMARY OF PROPOSALS

1. Calendar - 14-5-14 weeks.
2. Credit System based on courses rather than credit hours: 36 total courses required for graduation at the normal yearly rate of 4-1-4 over the three terms.
3. Class periods will be 50 minutes in duration.
4. (a) Student course load of 9 courses per year (4-1-4).
(b) Faculty work load maximum of 7 courses with provision made for reduced course load under certain conditions.
5. Requirements
 - a) Graduation - 36 courses.
 - b) Major Field - 12 courses ~~minimum~~.
 - c) Foreign Language - 0-³~~4~~ courses.
 - d) English Composition - 0-1 courses.
 - e) Foundation Courses - 8 courses.
 - f) Independent Study - 1 course.*
Senior Dept. Course - 1 course.*
 - g) Senior Interdisciplinary Course - 1 course.
 - h) Unrestricted Electives - ¹¹⁻¹⁵~~9-14~~ courses.

- i) Physical Education - 4 ^{terms} ~~courses~~ - (not counted in part "a" above).

* Included in major field requirement.

6. Limited Pass-Fail Grading System.

IV. RESOLUTION AND EXPLANATION

BE IT RESOLVED that the following proposals to be effective beginning September, 1970:

1. Calendar

A. The academic year will be divided into three terms:

Fall term: 13 weeks plus one week for final examinations.

Winter term: 5 weeks.

Spring term: 13 weeks plus one week for final examinations.

(See Appendix B for proposed schedule 1970-1971.)

B. All vacation periods will begin immediately following the student's last scheduled class or examination. (See Appendix C for proposed examination schedule.)

C. It is understood that all examinations will be given at the designated time. *No tests or examinations may be given in the 13th week.*

Explanation: The proposed calendar provides for an extended single session for the Winter term and, at the same time, allows an ample allotment of time to the Fall and Spring terms. Several other calendars were considered: (a) 13-6-13, (b) 12-8-12, and (c) 16-16. The semester plan (c) was rejected on the basis that it would not provide uninterrupted time for Winter term projects. If Rollins College has a unique academic experience to offer, then it is, most assuredly, the Winter term project. Assuming that a single, quality project is to be desired, both plans (a) and (b) would result in course underloads during the Winter term. Furthermore, breaking the Winter term into two shorter segments would only reduce the quality of these projects, a recognized disadvantage of the present system.

Part 1, B: provides a uniform system for scheduled student departures from the campus with a minimum of confusion.

To make the examination program workable and equable for all, strict adherence to Part i, C is mandatory.

2. Course Credit

Fall and Spring courses require 4 class hours a week. Winter term directed studies and independent studies are defined in the memorandum of September 11, 1969, from the Dean of the College, entitled "Winter Term Study projects," and in section 7 of this report.

For transfer purposes, all courses are equivalent to 3-1/3 semester hours or 5 quarter-hours credit.

Explanation: The definition of a credit system in terms of courses rather than on a basis of credit hours represents a departure from the academic norm. Several other liberal arts colleges have successfully adopted this system. The advantage of such a system is that attention is focused on the most important aspect, the content of the course, and not on an arbitrary number. The system does contain a built-in equivalency for transfer and bookkeeping purposes.

Although the system appears to be quite rigid in its definition of a course, the Curriculum Committee would consider proposed departmental course descriptions that deviate from this standard -- provided that the course content meets the equivalency of 4 class hours a week.

Credit systems of more than one type (4-6, 3-5, etc.) have been discarded because of the scheduling problems which continually plague the small liberal arts college.

3. Time Schedule

Each Fall and Spring term class period is of 50 minute duration with the first period beginning at 8:00 A. M. and with succeeding periods beginning on the hour.

Explanation: 50 minute classes would facilitate scheduling and allow four classes to be held before noon. The system also provides an easy class period nomenclature - no longer would a student or professor find it necessary to consult a time schedule to ascertain when D₂ period meets!

A time period of 50 minutes is founded on a good pedagogical basis. Classes of extended time periods tend to be of diminished educational value due to decreased student attention over the latter portion of the period. Long periods also cause greater scheduling difficulties, par-

ticularly with a small number of faculty.⁷

4. Student and Faculty Course Loads

A. Student Course Load

The normal load will be 4 courses during the Fall and Spring terms and 1 project in the Winter term.

B. Faculty Course Load

The maximum total load per academic year for a faculty member will be 7 courses, normally distributed 3-1-3.

Recommendation: The courses are considered in terms of contact hours in assessing faculty load. For example, a course that has more than one discussion section (Foundation courses with 2 discussion sections and 2 lectures per week) or courses with laboratories (3 lectures and 2 hours of laboratory per week) are equivalent to $1\frac{1}{2}$ courses in determining faculty load.

In addition, in consultation with the Dean of the College, and provided the department has proper staffing, the 7 course load may be reduced for the following reasons:

- a) Department and/or Division Chairmen
- b) Foundation Course Chairmen
- c) Chairmen of important committees (Committees A and C under the reorganization scheme)
- d) Research work important to the academic welfare of the College
- e) Special extracurricular activities (Theater, Music, etc.)

The Committee also recognizes the fact that quality education depends not only on a reasonable faculty workload, but also on a

relatively low student-to-faculty ratio in the classroom. The recommendation is that no more than 20 students be registered in a course, but that the instructor have the option to permit up to 25. In unusual circumstances, where there are more than 25 students enrolled, the overload must be taken into account in determining faculty load.

The normal number of students in a Winter Term Directed Study should be 15-18, with 18 being the maximum. In Winter Term Independent Study projects there should be no more than 3 to 5 students assigned to one instructor.

5. Distribution Requirements

A. Graduation Requirements

Completion of 36 courses (inclusive of all Winter term projects) are required for graduation, with a minimum academic grade point average of 6.00 (C). The last 9 courses (including Winter term independent study must be taken at Rollins College - with the exception of cooperative programs with other colleges.

[Explanation: The 36 total courses provide for greater flexibility in the curriculum over the present system.]

B. Major Field Requirements

Twelve courses (including Winter term independent study projects) are required in a major field - with the exception of combined majors, in which a minimum of 8 courses in each field must be completed for a total of 16 courses.

[Explanation: The 12 courses in a major area should provide more than adequate preparation and yet allow the student to pursue a broad liberal arts education.]

C. Language Requirement

The language requirement is satisfied by successful completion of ^{the} intermediate language courses. The total number of courses required may range from 0 to ²~~4~~, depending upon the achievement test score at entrance.

[Explanation: A student may be exempt from all language courses if a sufficiently high score is made on the achievement test. A lower score may place the student at the second-year level, requiring satisfactory completion of two second-year courses. If the preparation of a student is sufficiently poor, a first year language sequence may be necessary prior to his attempting the second year courses.]

D. English Composition Requirement

Successful completion of the College Entrance Examination and/or satisfactory written work presented prior to beginning classes at Rollins College will exempt the student from the requirement. Students failing to meet these standards are required to ^{complete} ~~take~~ one ^{satisfactorily} course in English Composition.

E. Mathematics Requirement

Recommendation: The Committee generally agreed that a mathematics requirement would be desirable. However, due to the lack of adequate staffing of faculty in the Mathematics Department it would not be appropriate to institute such a requirement for the academic year 1970-1971. This proposed requirement should be given future consideration for implementation in the academic year 1971-1972.

F. Foundation Courses

Six Foundation Courses in the Fall and Spring terms are required,

two each in the Humanities, Social Sciences, and Science and Mathematics Foundations. In addition two directed studies, in two different areas represented by the three Foundation Courses are required during the Winter terms. The 8 courses must be completed by the end of the second academic year at Rollins College.

/Explanation: The faculty has given unanimous support to Foundation Courses, according to the vote taken at the Fall 1969, special meeting on Foundation Courses. Therefore, the Committee has proceeded to implement this consensus by retaining the three Foundation Courses as originally proposed in the 1966 Curriculum Revision. The two Directed Study courses in the Winter terms must be taken in two different areas represented by the Foundation Courses to guarantee breadth and to provide exposure to different disciplines./

G. Independent Study

One course in the major field devoted to independent study is required and normally completed in the senior year, or junior year for well-prepared students.

H. Senior Interdisciplinary Course

One course during the Senior year which complements the Foundation Courses and provides a logical synthesis for the interdisciplinary experience which the student met during the Freshman and Sophomore years in the Foundation Courses.

See Appendix D for a description.

I. Electives

A total of ¹¹~~9~~ to ¹⁵~~14~~ unrestricted courses may be elected, depending upon requirements in the above categories.

/Explanation: The unrestrictive electives provide the student and faculty adviser an opportunity to design a curriculum that best meets the needs of the individual./

J. Physical Education Requirement

Four ^{terms} ~~courses~~ (Fall and Spring only) of physical education shall be completed ^{by the end of the fall term} ~~prior~~ to the completion of the Junior year.

Explanation: In order that the Winter term directed studies and independent studies may be successful, it is imperative that other courses do not interfere in any way. The Committee strongly urges the Physical Education Department to institute a strong program of intramural activities during the Winter term.

6. Pass-Fail Grading System

The Committee has recognized the advantage of effecting a pass-fail grading system so that a student who has a high degree of interest in a specific area outside his major might elect a course without feeling intimidated by unfair competition and/or the possible effect on his grade point average. The Committee feels that the following system will encourage students to take such courses and will be beneficial to both faculty and students.

A student may elect (no later than one week after the beginning of a course) to take a course or directed study outside his major field on a pass-fail grading system. No more than one course per term may be so designated and a maximum of four such courses will count toward graduation. The course so graded will not be assessed in the grade-point average but will be given academic credit for a pass grade. The pass-fail option does not apply to required courses.

7. Winter Term Projects

The Committee realizes that there has been some difficulty in understanding and implementing the different types of Winter term courses. In addition to the Memorandum of September 11, 1969, from the Dean of

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the College entitled "Winter Term Study Projects," the following description is provided as an aid in understanding the Winter term:

The objective of the five-week Winter term is to provide Rollins students with a different type of academic educational experience than is offered in the regular Fall and Spring term courses.

Students will take only one offering during the Winter term so that they may devote full time to it. For Freshmen, ~~and Sophomores~~ ^{and Juniors}, the Winter term will be designated as Directed Study, with emphasis placed upon a student's learning how to more effectively communicate his observations and experiences. A student will be required to take his two Directed Study offerings in different Foundation areas.

~~For Juniors and Seniors~~ ^{Seniors and well-qualified juniors} the Winter term will be devoted to offerings in the major field of the student and will be designated as Independent Study. These Independent Study offerings will be designed by the department to provide for the development of its major students in such ways as are unique to that particular subject area.

The instructor will design his Winter term offering to be academically equivalent to a regular course during the Fall or Spring terms. However, the manner in which this is to be achieved should be flexible and innovative. Field trips, study abroad, internships, full time laboratory or service projects can serve as the foundation on which such study may be based. However, the instructor should plan and expect student participation and involvement compatible with any academic achievement. A syllabus for each Directed Study offering will be supplied by the instructor to the Director of Foundation Studies for informational purposes and for coordination. Each department should maintain a formal record

of its Independent Study offerings and an evaluation of its effectiveness.

It is expected that the student's degree of involvement in independent work and his ability to analyze and evaluate critically will be progressively challenged as he advances through the Directed and Independent Study Programs.

Respectfully submitted,

A. Jones

G. Larsen

R. Juergens

E. Miller

E. Blossey, Chairman

E. Cohen, Secretary

C. Burnett

J. Ross

J. Dillon

B. Miner

G. Klein

W. Gallo (Director of Freshman
Studies)

Dean D. Hill

Dean R. Roth

R. Wolfe

kg:1570

APPENDIX A

The following pages are a summary in tabular form of a survey of twenty liberal arts colleges similar to Rollins in student-body size and in their reliance on private financial support. In addition, each of these schools has a reputation for academic excellence. Also, every school in the survey has a large endowment.

Rollins College should not attempt to emulate these twenty colleges in every detail; but the general features of quality education shown by the schools offer excellent guidelines for future progress at Rollins.

The following summary of specific curricular details reported in the survey can be made: the majority of the twenty schools have a semester calendar (two schools, Middlebury and Washington & Jefferson, will have a 4-1-4 plan); the mean faculty course load is three courses per term; and the average student course load per term is three.

The following general recommendations can be made from the various tabulations; an increase in size of the teaching faculty to be carried out over a period of time; and specifically an increase in the size of certain departments which are considerably deficient.

In order to lower the student : faculty ratio to a figure of 10:1 the faculty would have to be increased to 120; provided the student body remains constant. Obviously this increase (50%) is very large and at this time would be financially prohibitive. In order to better implement the curriculum, particularly the directed and independent studies, a lower student : faculty ratio is highly desirable. This may be accomplished gradually over several years. The first phase of the

increase would be an increase of faculty from 83 to 92 to bring the ratio to 12:1 (assuming a student body of 1100).

The following departments are considerably under-staffed in comparison to the mean of the twenty colleges: chemistry, foreign languages (particularly with the lack of classics), history and public affairs (political science and government), mathematics, and physics. This recommendation assumes that Rollins College should distribute its faculty along the mean of the twenty colleges.

DISTRIBUTION OF FACULTY AND MAJORS

<u>Department</u>	<u>Faculty Members</u>			
	<u>20 College Mean</u>	<u>Rollins Members</u>	<u>Percentage of Total Faculty</u>	<u>Percentage of Majors</u>
Art	3.9	4	5	5
Beh. Sci.	7.8	6	7	17
Biology	6.7	7	9	6
Chemistry	6.9	3	4	3
Economics	6.0	10	12	16
Education	6.0	5	6	5
English	11.8	10	12	10
Foreign Lang.	11.8	8	10	4
History & P.A.	12.8	7	8	19
Mathematics	7.3	4	5	4
Music	3.2	7	8	2
Phil. & Relg.	7.4	5	6	2
Physics	5.6	3	4	1
Theater Arts	1.5	4	5	6
		<hr/>	<hr/>	<hr/>
		83	101	100
Others	4.9			
	<hr/>			
	98.5			

TWENTY COLLEGES

<u>College</u>	<u>Student/Faculty Ratio</u>	<u>Mean SAT Verbal</u>	<u>Mean SAT Math</u>
Amherst	8	> 600	> 600
Bowdoin	10	616	644
Carleton	10	655	675
Davidson	12	615	645
Earlham	11	578	595
Hamilton	10	638	666
Haverford	9	> 600	> 600
Kenyon	11	617	630
Middlebury	11	655	650
Mt. Holyoke	12	> 600	> 600
Pomona	10	> 600	> 600
Reed	9	675	650
Swarthmore	8	-	-
Trinity	11	627	673
Union	11	605	651
Wabash	11	577	630
Washington & Jefferson	11	565	610
Wesleyan	-	670	686
Wheaton	11	575	601
Williams	8	640	676
Rollins	13	554	565

Source: "Comparative Guide to American Colleges," 1968-1969 edition.

[illegible]

Number of
Faculty per
Area-1968

Number of Faculty per Area-1968																										Total Dep't.	Full time Faculty
College	Art	Biology	Chemistry	Economics	Education	English	Far Eastern Studies	Geology	Government & Amer. Studies	History	Math	Music	Phil. & Religion	Physics	Astronomy	Pol. Science	Psychology	Romance Language	German-Russian	Sociology-Anthropology	Speech	Theater-Drama	Other				
1. Amherst	6	9	6	9		12		4	6	12	7	3	7	7	*	5	4	9	6			2		120	131		
2. Bowdoin	3	5	6	7	1	14		1	6	5	10	3	5	5			3	6	5	3				90	95		
3. Carleton	4	7	4	4	1	8	1	2	4	5	6	10	5	5			4	M. 10		4				85	90		
4. Davidson	2	4	6	6	2	6				8	7	4	9	4		9	2	4	7	5	1		S.P. 2	84	87		
5. Earlham	5	6			3	9					5		6			9	1	5	M. 7	S.S. 12		P.S. 15	73	103			
6. Hamilton	2	5	4	4		9		2	4	4	5	2	7	3			3	7	4	1		S.P. 4	71	78			
7. Haverford		3	4	2		7				3	3	2	6	3	1	3	3	4	3	2				52	77		
8. Kenyon	3	4	5	6		8				5	4	3	7	3		4	3	4	2			2		65	79		
9. Middlebury	3	4	6	6		13	Geog. 4		6	5	5	3	5	3		4	4	10	6	2				89	106		
10. Mt. Holyoke	8	D.S. 11	7	8		20		Geog. 4		7	7	7	8	3	1	7	Ed. 9	12	7		T.H. 3			136	139		
11. Pomona	4	9	6	5		10	2	3	5	7	6	9	8	7			4	M. 11		3		th. 2		102	116		
12. Reed	4	9	6	3	2	13				9	10	2	7	7		6	6	4	7	6		1	h	108	113		
13. Swarthmore	4	7	6	5		12				9	8	3	7	4	1	6	Ed. 4	M. 11		3			eng	103	113		
14. Trinity	7	4	6	9	3	12		1	5	12	11		8	7	1		6	M. 11					eng	110	123		
15. Union	4	8	9	10		19		2		10	10		2	10		4	6	M. 8		3			eng	116	119		
16. Wabash	2	8	5	3		6	2			5	6	1	6	4		4	4	4	6		3			72	76		
17. Washington & Jeff.	2	8	8	5	1	10				4	6	1	6	3		3	4	M.C. 6		1			9	69	77		
18. Wesleyan U.	6	12	9	8	4	24	1	3	10	17	12	8	12	9	4		8	18	8	6		4		191	223		
19. Wheaton	2	5	6	3		8		3		P.S. 7	9		17				Ed. 12	12		5	3		CMS 21	131	168		
20. Williams	7	6	7	16		16		5		16	8	3	10	6	1	12	5	8	6	1		3		141	163		
21. Rollins	4	5	3	4	2	9				9	3	7	4	3			D.S. 5	7			1	3		69	77		

APPENDIX B

Suggested Schedule for the academic year, 1970-1971:

Fall Term: Sept. 14 - Dec. 11

Examination week: Dec. 14-18

Thanksgiving vacation: Nov. 26-29

Winter Term: Jan. 4 - Feb. 5

Spring Term: Feb. 9 - May 14

Examination week: May 17-21

Spring vacation: April 3-11

APPENDIX C

Final Examination Time

<u>Regular Class Meeting Hour</u>	<u>Day</u>	<u>Hour</u>
8	Friday	8-10
9	Thursday	11-1
10	Wednesday	11-1
11	Tuesday	11-1
12	Monday	2-4
1	Monday	11-1
2	Tuesday	8-10
3	Wednesday	8-10
4	Wednesday	2-4
Social Science Foundation Course	Thursday	8-10
Humanities Foundation Course	Friday	11-1
Science Foundation Course	Tuesday	2-4

APPENDIX D

Senior Interdisciplinary Course: PERCEPTION *

I. Unity

In an interdisciplinary course which draws from as wide an area of subject matter as the one proposed, the problem of unity must be considered. The course will be unified through the application of the common intellectual technique of analysis to all the subject matter considered in the Natural Sciences, Social Sciences, and Humanities. The focus of the analysis will in each case be perception, since in this way the students will become involved with the most basic data in each area. The concern of the course will be more with successful and innovative analysis than with "learning" the information analyzed. The approach is intended to lead to an understanding of "intellectuality" as distinguished from "subjects."

II. Objectives

The course is essential to the innovative aspects of our curriculum, in that it is the only single course that is explicitly interdisciplinary. As a "capstone" course, the main objective is to aid the student in the perfection of the skills of perception and analysis. It is our hope that the student will learn that his particular specialized perceptions and analytical skills can be used to confront effectively problems from a variety of fields other than his own, and that techniques from other fields can be successfully turned toward the problems of his own discipline.

III. Content

The content may be flexible, dictated only by the staff's wishes and various competencies. It is desirable that within a certain framework the students also be allowed a voice in the selection of areas to be considered.

In the Supplement,* which contains suggested readings and other materials for a sample course, the Natural Sciences section focuses on direct visual perceptions and how these might be used in resolving arguments about the nature of color. The Social Sciences section is primarily concerned with the perception of interactions in small groups. The Humanities section deals with drama and the question whether perception varies with hearing, reading, and seeing a play.

IV. Scheduling

The student will participate in four meetings a week. All students will meet together the first meeting of each week for a lecture, film, demonstration, or other event. The other three meetings each week will be in discussion groups of approximately twenty members, which may on occasion be subdivided into smaller units. One or two of the discussion meetings per week will be autonomous meetings which will meet at the regular class hour without an instructor. The fourth meeting will always include the entire discussion group and the instructor.

V. Methodology

The material presented in the lectures, together with the readings, is intended to delineate specific areas or problems to be considered in the discussion groups. Perception and analysis will not be treated as abstract procedures, but only as they apply to the particular material under consideration. It is in the discussion sections that the actual learning is expected to go on; in these three sections each week, the students will develop guidelines for analysis derived from their various backgrounds. The autonomous meetings will give the students the greatest possible latitude to discover for themselves analytical procedures with which to deal with the material from the various fields.

* The Supplement which is available contains detailed information on suggested readings, on method, on scheduling, suggested study guides as approaches to the readings, and other materials for the interested reader.

May 12, 1969
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MINUTES OF THE FACULTY 1968-1969

The twelfth, a special meeting of the Rollins College Faculty, called by petition of fourteen members of the Faculty to further consider curriculum matters, was held at 4:20 p.m., Monday, May 12, in Crummer Auditorium. President McKean presided.

The following members of the Faculty were marked present on a roll call.

Amlund, Dale	Hamilton, John	Norris, J. Allen
Arnold, Carl	Hamilton, Muriel	O'Brien, Robert
Ayala, Anne	Hansen, Alice	Olsen, George
Beall, Elizabeth	Haylor, Ada	Peterson, Thomas
Bisceglia, Louis	Hellwege, Herbert	Phillips, Jean
Blossey, Erich	Hicks, Fred	Richard, David
Bonnell, Peter	Hill, Donald	Robinson, Peter
Bowers, John	Hitchens, David	Rosazza, Ross
Brockman, Thomas	Howden, Sara	Ross, John
Burnett, Carol	Howell, Gordon	Roth, Raymond
Caggiano, Vito	Hubbard, John	Sandstrom, Carl
Carlo, Alphonse	Jarnigan, Peggy	Saute', George
Carter, John	Juergens, Robert	Scheer, Edward
Cochran, George	Justice, Joseph	Schneider, William
Coffie, H. Boyd	Kay, Brian	Sedwick, Frank
Cohen, Edward	Klappert, Peter	Skidmore, Alexandra
Conway, David	Koontz, Leah	Smith, Rhea
Copeland, Norman	Lane, Jack	Smith, Rufus
Darrah, Theodore	Larsen, George	Summers, Lionel
Dorsett, Wilbur	Levis, R. Barry	Terrett, Lynn
Douglass, Paul	Lopez, Concepcion	Trismen, Richard
Draper, Evelyn	Mack, M. Virginia	Vestal, Paul
Duer, Margaret	MacPherson, James	Wavell, Bruce
Epley, David	McKean, Hugh	Wels h, Charles
Evans, A. Ross	Meisel, Harry	Wettstein, A. Arnold
Folsom, Marion	Mendell, Charles	Wilson, Marshall
Gallo, William	Miller, Elinor	Windham, L. Frank
Gawlikowski, David	Morin, Leo	Wolfe, Richard
Glass, Nelson	Mulson, Joseph	Woodbury, Ward
Granberry, Edwin	Naleway, Ralph	Wright, Burton
H allam, Hallie Lu	Neil, Alice	Zilius, Valys

The meeting was called to order.

Written
Ballots

Mr. Mendell moved that votes taken at this meeting be by written ballot. The motion was seconded and carried.

Curriculum
Motion
untabled

Mr. Bonnell moved to untable Dr. Blossey's motion concerning the new curriculum proposal tabled at the May 6 meeting. The motion was seconded and carried.

Motion
withdrawn

Mr. Blossey withdrew the motion with consent of the seconder.

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Motion to
admit students
as observers
and to move
to Bush

Mr. Sedwick moved that currently enrolled students of the Rollins residential college be invited to this special meeting as observers, and that to accommodate our guests we repair to the Bush Auditorium, where all faculty members plus the three student members of the curriculum committee be seated in the center section, that all others be seated in the right and left sections, and that any observer be required to present at the door positive identification of his status as a full-time Rollins student if he is not recognized as such at the door by the Dean of Student Affairs or the Associate Dean of Student Affairs. The motion was seconded.

After some discussion a motion to call the question was made, seconded, and carried by the required 2/3 vote on a written ballot. Mr. Sedwick's motion was then carried by written ballot.

President McKean declared a ten-minute recess to move the meeting to Bush Auditorium.

Invitation to
Press

Mr. Schneider moved that members of the Press present be invited to attend the meeting. The motion was seconded, but defeated on a written ballot.

New motion on
curriculum
proposal

Mr. Blossey moved that the Faculty adopt the following resolution:

Resolved: That the Faculty accepts in principle the proposal of the Curriculum Committee presented at the Faculty Meeting of May 5, 1969, and that a proposal incorporating these principles in detail will be submitted to the Faculty for final acceptance and implementation for the academic year 1970-71 at or before the first Faculty meeting of January, 1970.

Prominent in the ensuing discussion was the status of the Foundation Courses. Many faculty members stressed the importance of the "hour glass" principle and the key position of Foundation Courses and winter term flexibility.

Attention must be paid to financial considerations in recommendations concerning the teaching load as it is related to curriculum proposals.

The established routine of approval of new courses, through department, division, Faculty-Administration Committee, and Faculty should be maintained.

Some members of the Faculty expressed the feeling that the words "in principle" left the matter too vague. Others expressed the opinion that the Curriculum Committee should be commended for the work done, and that a vote for this resolution would amount to a vote of confidence in the Committee.

Several amendments relative to voting on separate sections of the proposal were suggested, but none were seconded and brought to a vote.

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Motion
carried

Mr. Blossey's motion was carried on a written ballot
by a vote of 68 in favor, 16 opposed.

Mr. Hamilton urged students to let members of the
Faculty know their feelings on such issues as the curriculum.

Students invited
to attend when
curriculum is
discussed

Mr. Schneider moved that students be invited to attend,
as observers, future meetings of the Faculty in which the
curriculum is being discussed. The motion was seconded and
carried by written ballot.

The Faculty adjourned at 6:15 p.m.

Richard S. Wolfe
Secretary of the Faculty

bt51569

MEMORANDUM

ROLLINS COLLEGE

206A

From

Date

To

Copies To

Motion by Frank Sedwick

Subject

I move that currently enrolled students of the Rollins residential college be invited to this special meeting as observers, and that to accommodate our guests we repair to the Busch Auditorium, where all faculty members plus the three student members of the curriculum committee be seated in the center section, that all others be seated in the right and left sections, and that any observer be required to present at the door positive identification of his status as ~~Rollins student~~ ~~Rollins student~~ a full-time Rollins student if he is not recognized as such at the door by the Dean of Student Affairs or the Associate Dean of Student Affairs.

Received
from
Sedwick
5/12/69